DOCUMENT RESUME

ED 264 693 EC 181 342

AUTHOR Casto, Glendon
TITLE Common Outreach Indicators. Outreach Series Paper (Number 1).
INSTITUTION North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE Sep 85
CONTRACT 300-82-0369
NOTE 12p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Disabilities; *Early Childhood Education; *Outreach Programs; Program Effectiveness; *Program Evaluation
IDENTIFIERS *Handicapped Childrens Early Education Program

ABSTRACT

The monograph introduces a system to help outreach projects of the U.S. Department of Education's Handicapped Children's Early Education Programs (HCEEP) document the impact of their work. Six indicators, identified by outreach project personnel, represent six primary areas of outreach activity. Background information about HCEEP outreach programs is followed by a history of the "indicator" concept. A description of the indicators is accompanied by a sample user's manual and computer coding system for the following six indicators: (1) awarness promotion; (2) product development and distribution; (3) stimulation of high quality programs and development of sites for replication; (4) training; (5) state and regional involvement and coordination; and (6) other technical asistance and consultation. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED264693

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Porter
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COMMON OUTREACH INDICATORS

by Glendon Casto

Managing Editor: Daniel Assael

EC 181342

TADS

THE AUTHOR:

Glendon Casto is director of the Early Intervention Research Institute in Logan, Utah. A professor of psychology, he also serves as associate director of the Developmental Center for Handicapped Persons at Utah State University.

Principal Investigator: Pascal L. Trohanis
SEP Project Officer: Helene Corradino
Managing Editor: Daniel Assael
Editorial Asssistant: Marcia Decker

This Outreach Series Paper (Number 1) was prepared for Outreach projects of the Handicapped Children's Early Education Program (HCEEP). The material also addresses concerns of those in state and other agencies involved in use of model programs. HCEEP is administered by Special Education Programs (SEP), U.S. Department of Education.

This paper is published by the federally supported Technical Assistance Development System (TADS), a national support system for SEP and HCEEP. TADS is located at 500 NCNB Plaza, Chapel Hill, North Carolina 27514. Our phone number is (919) 962-2001.

This Outreach Series Paper is distributed pursuant to contract number 300-82-0369 from the U.S. Department of Education. Contractees undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view and opinions, however, do not necessarily represent Department of Education positions or policy. The enclosed contents are presented for information purposes only; no claim of accuracy is made. Finally, mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. government.

September 1985

TADS

INTRODUCTION

This paper introduces an outreach indicator system that can help outreach projects (of the U.S. Department of Education's Handicapped Children's Early Education Program -- HCEEP) document the impact of their work. The system can also serve as the basis for the aggregation of impact data across outreach projects.

The system does not comprise an exhaustive list of indicators. Rather, six indicators, gleaned from outreach project personnel over several years of effort, represent six primary areas of outreach activity.

This paper briefly discusses some background information about HCEEP outreach projects and accomplishments. Next, the history of the "indicator" concept and activity is traced briefly. A description of the six impact indicators follows with a sample from the author's user's manual and computer coding system.

THE HCEEP OUTREACH COMPONENT

The HCEEP outreach component began in 1972 and has received particular commendation for its role in stimulating the establishment of high-quality early intervention services for handicapped preschoolers. A report by Roy Littlejohn Associates (1982) summarized their evaluation of the HCEEP program and credited HCEEP outreach projects with being largely responsible for expanding early intervention services to over 100,000 preschool handicapped children and for generating at least 16 dollars in additional support for early intervention services for each dollar invested in outreach projects. Similarly, in an analysis of early intervention efficacy literature, the Early Intervention Research Institute (White, Casto, and Mastropieri, 1984) at Utah State University identified seven major contributions of the 22 outreach projects validated as exemplary projects by the U.S. Department of Education's Joint Dissemination Review Panel (JDRP) and approved for nationwide dissemination.

To be validated by JDRP, each of the 22 outreach projects had to demonstrate to a panel that the interventions they developed had both educational and statistical significance. The 22 projects were originally

funded as HCEEP demonstration projects, which have no research budgets, so they had some difficulty collecting the necessary data. However, by using pre/post designs, the projects were able to collect efficacy data while conducting their demonstration and outreach activities. Twenty-one of these JDRP-approved HCEEP outreach projects are described in Table 1. The FEED Outreach Project was omitted because they did not work directly with handicapped preschoolers.

Data summarized by White, Casto, and Mastropieri (1984) indicate that the JDRP-approved outreach projects have had the following national and international impact:

- o New services developed in every state in the nation.
- o Two thousand seventy-six projects replicated outreach models.
- o Twenty-five foreign countries replicated components of outreach models.
- o Outreach project materials have been translated into several foreign languages.
- o The most widely used early childhood curriculum materials were developed by outreach projects.
- o Hundreds of early intervention personnel have been trained.

THE "INDICATOR" CONCEPT

Outreach projects collect data that concerns the impact of their services. As a group, efforts have been focused on developing a series of indicators that provide a mechanism for documenting the impact of individual projects while allowing aggregation of the data across projects.

In 1978, at an Outreach Project Directors' Conference at Washington, D.C., the first formal consideration was given to developing a comprehensive evaluation system for outreach projects. As a result of the conference, a document was produced which addressed evaluation concerns and other outreach parameters (Swan, 1978). The development of specific indicators of impact for outreach projects followed. During the next two years, these indicators were field tested and revised and then reviewed and refined at the 1980 Outreach Project Directors' Conference (Swan, 1981).

The original indicators were based on the following five general principles (Swan, 1981):

- o First, indicators of impact areas should be clearly and concisely defined. Without such clarity, reliable and valid data cannot be obtained from individual projects and data cannot be aggregated across projects.

Table 1

Description of JDRP Projects

Project Name and Location	Description	Type of Handicap	Replication Sites	Major Accomplishments
Rutland Center Athens, Georgia	Center-based project for preschoolers with severe emotional problems.	Emotionally disturbed, 2–8	78	Curriculum for emotionally disturbed Developmental therapy textbook
PEECH Project Champaign, Illinois	Center-based program for children and families.	Mixed handicaps, 3–5	48	Manuals on classroom planning Family involvement manuals
Macomb 0–3 Project Macomb, Illinois	Home-based program for children and their families.	Mixed handicaps, 0–3	17	Baby buggy series of books & papers Use of mobile van to deliver services Rural network
Peoria 0–3 Project Peoria, Illinois	Home-based program for children and their families.	Mixed handicaps, 0–3	134	Assessment instruments Slide-tapes on normal & abnormal development
FEED Project Bloomington, Indiana	Middle-grade child development curriculum for grades 7–8.	Nonhandicapped, grades 7 & 8	10	Curriculum materials for teenagers
ERIN Project Dedham, Massachusetts	Home- & center-based early recognition & intervention program.	Mixed handicaps, 2–7	60	Preschool screening systems Developmental inventory Developmental checklist
High Scope Project Ypsilanti, Michigan	Center-based cognitively oriented preschool intervention program.	Mixed handicaps, 4–6	61	Cognitively oriented curriculum Teacher training manual
UNISTAPS Project St. Paul, Minnesota	Family-oriented program for hearing impaired.	Deaf & hearing impaired, 0–5		Home activities guide Preschool planning materials
Central Institute Project St. Louis, Missouri	Parent-as-teacher project for hearing impaired.	Hearing impaired, 0–4	32	Teacher training materials Training institutes
BOCES Project Yorktown, New York	Comprehensive educational service program.	Mixed handicaps, 3–5	45	Curriculum guides Parent volunteer manual Manual & activity catalog
Preschoolers/Families Proj Fargo, North Dakota	Four-part prevention/intervention program.	Developmentally delayed, emotionally disturbed 0–6	55	Magic Kingdom Screening Program Parent training materials
Chapel Hill Project Chapel Hill, North Carolina	Assessment/intervention program for mildly handicapped.	Mixed handicaps, 4–6	900	Learning accomplishment profile Mainstreaming materials Training materials
Teaching Research Project Monmouth, Oregon	Individualized skills instruction program for moderately/severely handicapped.	Mixed handicaps, 1–18	200	Books on data-based classroom Teaching research curriculum Teaching materials
Good Samaritan Hospital Portland, Oregon	Diagnostic/prescriptive classroom program.	Multiply handicapped Physically handicapped 0–6	10	Task analyzed curriculum materials Parent training materials
DEBT Project Lubbock, Texas	Home-based/parent-taught intervention program.	Mixed handicaps, 0–2	50	DEBT Developmental Scale DEBT Teaching Activities Training materials
PEECH Project Wichita Falls, Texas	Home-based/parent-taught intervention program.	Mixed handicaps, 6 months–6 years	48	Teachers handbook Parents handbook
MAPPS Project Logan, Utah	Home- & center-based program for children in remote areas.	Mixed handicaps, 0–5	60	CAMS Curriculum Materials Criterion Referenced Placement Test Program evaluation materials
SKI*HI Project Ogden, Utah	Home-based diagnostic & intervention program for hearing impaired.	Hearing impaired, 0–6	98	Curriculum materials Identification materials Total communication curriculum
Down Syndrome Project Seattle, Washington	Center-based program for Down Syndrome children.	Down Syndrome, 0–6	52	Parent involvement procedures Teacher training materials
Communication Project Seattle, Washington	Home- & center-based program for communicatively disordered children.	Communicatively disordered, 0–6	40	Teacher training materials Classroom observation systems
C.P. Project Milwaukee, Wisconsin	Center-based multidisciplinary program for physically disabled.	Physically disabled, 0–3	56	Prespeech assessment scale Training materials
Portage Project Portage, Wisconsin	Home teaching program for multicategorical handicapped.	Mixed handicaps, 0–6	70	Portage Guide to Early Education Portage Parent Program Portage checklist

- Second, the smallest number of indicators possible should be used for each outreach activity to minimize the effort to collect and display the data.

- Third, the indicators should focus on quantity. Most outreach projects models and components have a variety of qualitative data outputs; but collecting qualitative data requires significant judgment and interpretation which often reduces the reliability and validity of the information. Qualitative data should be reported project-by-project rather than across projects, and should be contained in projects' progress reports. Such qualitative data for a project would include assessments of model fidelity and interpretations of child progress data.

- Fourth, impact indicators should focus on summative impacts rather than process results, because the emphasis is on documenting project efforts in achieving outreach goals -- not on the means of achieving these goals. The particular combination of outreach activities used by a project is unique and depends on the particular outreach model, target audiences, model components, skills of staff, and similar variables.

- Fifth, each indicator should be mutually exclusive from the others (data should be used only once), and the set should be as exhaustive as possible (as much should be measured as possible). While there will always be unanticipated results and spinoffs, the indicators must focus on the commonalities across projects and not project uniqueness. (p. 99-100)

Many outreach projects began to collect data using the indicators, and they reported the data individually as part of their final reports to their funding agency, the U.S. Office of Special Education Programs. Unfortunately, the impact indicators were not specific enough to allow projects to collect the kinds of data that could be aggregated across all outreach projects. Thus, national impact of the outreach program could not be portrayed. A survey conducted in 1982 by the Multi-Agency Project for Preschoolers (MAPPS) Outreach Project at Utah State University revealed that outreach project directors in general were concerned about the generalizability of the impact indicators and were willing to help refine the system.

In October 1983, a small group of outreach project directors met and outlined several steps to rewrite the outreach impact indicators and to develop a users' manual to accompany the indicators. This author agreed to rewrite the indicators relating to stimulation of high-quality programs and state involvment/coordination. The revised indicators were presented to interested outreach project directors at the December 1983 HCEEP/DEC Projects Conference. There, outreach project directors provided feedback on the revisions, and the author agreed to rewrite the other indicators in the same format and prepare a users' manual.

The indicators are now in final format; data can be collected by interested outreach projects and forwarded to the author for analysis. The users' manual and a computerized reporting system have also been developed. The users' manual, also available from the author, details specific criteria to be used in data collection activities.

DESCRIPTION OF IMPACT INDICATORS

The present impact indicators address six major areas which "support the replication of established practices to assist other agencies and organizations in expanding and improving services to handicapped children" (definition of outreach projects contained in final rules for HCEEP, Federal Register, 49, 134, July 11, 1984). The major impact areas are listed below. Descriptions of each area and a list of specific impact indicators follow.

- o Promoting awareness
- o Product development and distribution
- o Stimulating high-quality programs and developing sites for replication
- o Training
- o State and regional involvement and coordination
- o Other technical assistance and consultation

Promoting Awareness

HCEEP outreach projects disseminate information designed to increase general awareness of the needs for early intervention programs for handicapped preschoolers and their families. The impact indicators for promoting awareness are:

- o Number of awareness presentations (newspaper articles, radio spots, television programs, speeches).
- o Number of persons requesting additional materials or information by phone or letter.
- o Number of persons visiting the outreach project.

Product Development and Distribution

Outreach projects develop, revise, field test, and disseminate products ranging from awareness posters to curriculum materials. The impact indicators for product development and distribution are:

- o Number of print publications developed and the number disseminated.
- o Number of audiovisual materials developed and the number disseminated.
- o Number of children receiving new or improved services via use of selected project products.

Stimulating and Developing Sites for Replication

A 1984 position paper, written by a group of HCEEP project directors, holds that site development is central to outreach efforts. Outreach projects help other agencies adopt components of the outreach project's model. The impact indicators for stimulating and developing sites for replication of the project's model consist of demographic and outcome data collected from the replication sites.

Training

Personnel at outreach projects train others to use selected outreach project model components and basic early intervention skills. The impact indicators for training activities are:

- Number of people trained and intensity of training.
- Number of state, college, or university training programs incorporating model components.
- Sources and amount of funding provided by others to support training.

State and Regional Involvement and Coordination

Outreach projects promote state interagency coordination, networks, and consortia and conduct other activities designed to provide assistance to state departments of education and other agencies in support of state efforts in early education of the handicapped. This impact area is assuming greater importance as federal initiatives increase the involvement of states in the planning and implementation of preschool services. The impact of indicators for state and regional involvement and coordination are:

- Number of activities which facilitate improved services.
- Number of activities which facilitate interagency cooperation.
- Number of activities which facilitate passage of legislation.
- Number of activities which facilitate increases in state and local funding.
- Number of activities which stimulate the development of networks and consortia.

Other Technical Assistance and Consultation

Outreach projects provide technical assistance and consultation in the following areas: selecting child screening outcome measures, evaluation, sources of funding, and proposal development. These activities contribute indirectly to establishing new services or improving existing services. The impact indicators for technical assistance and consultation are:

- o Number and type of technical assistance consultations delivered.
- o Number of persons or agencies who receive information on sources of funding or receive assistance in writing proposals, and who subsequently receive increased funding.

OTHER SUPPORT RESOURCES

Users Manual

A users' manual was developed to accompany the impact indicators and to ensure that comparable data could be collected across outreach projects. The manual explains each impact indicators. Figure 1 presents an example from the

Figure 1

OUTREACH IMPACT INDICATORS EXPLANATORY DETAIL

This manual helps ensure that comparable data is collected across various categories by providing more detail as to what information should be collected and how it should be reported. Criteria for various categories, brief explanations, and examples, where appropriate, are provided.

Area 3: Stimulating Sites

The purpose of this outreach activity is to help other agencies and programs to improve existing services or to develop new services. A variety of activities are included in this category. For example, you might help an agency set up a partial or complete replication of your model. Or, you might be requested to offer other types of services. The table used to collect data on stimulating sites allows you to report any type of assistance you deliver. Use the following criteria to help you prepare table.

Site Description

Column 1 — For any agency or program which received assistance from you, write in the name of the agency, its address, and the name, address, and phone number of a contact person.

Type of Program

Column 2 — List the type of program according to the following description:

1. home-based 0–3
2. home-based 3–5
3. center-based
4. combination
5. other

If the program is listed under "other," attach a brief note and try to describe the type of program.

manual and illustrates how projects enter a portion of the data for the impact indicator for stimulating and developing sites. (Outreach projects can contact this author for a complimentary copy of the manual; Social Integration Project, Exceptional Child Center, Utah State University, UMC 68, Logan, Utah 84322.

Computerized Data Collection

A form to accompany the users' manual was developed so that data could be stored and analyzed by computer. This computer data sheet simplifies the data collection process and provides a permanent data base for outreach projects. The system was designed so that as outreach objectives change, new impact indicators may be added or substituted for the present ones. (This form is also available from the author.)

SUMMARY

The HCEEP outreach impact indicators represent an attempt by outreach projects to demonstrate accountability and provide information that documents their impact on the field of early intervention. Though the indicators do not represent the entire spectrum of outreach activities, they do allow for the collection and reporting of certain data across outreach projects. This information provides a long overdue data base for future planning.

REFERENCES

Littlejohn, R. and Associates (1982). An Analysis of the Impact of HCEEP: A Report to SEP. Washington, D.C.: L.R.A. Inc.

Swan, W. (Ed.) (1978). HCEEP Outreach: Selected Readings. Washington, D.C.: Thomas Buffington and Associates.

Swan W. (1981). Revised Indicators of Impact of HCEEP Outreach Activities. In Swan, W. (Ed.), Outreach: Disseminating Programs, Coordinating Efforts, Documenting Impact, Proceedings of the 1980 HCEEP outreach project meeting (pp. 99-106). Ypsilanti, Michigan: High Scope Educational Research Foundation.

White, K. R., Mastropieri, M., and Casto, G. (1984). An Analysis of Special Education Early Childhood Projects Approved by the Joint Dissemination Review Panel. Journal of the Division for Early Childhood, 9(1), 11-26.

The Technical Assistance Development System
A program of the Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill